

Title II Information Sheet

Definitions

Equity: The LEA will ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

New Hires in Title I Programs: "New hires" include teachers already employed by the district/charter school who transfer into Title I programs and "new" teachers to the district/charter school that are initially employed in Title I programs.

HQT Reporting Timeline 2009-2010

October 1 District/Charter Schools in LEA Improvement

October 15 District/Charter Schools in 2141 (LEA Improvement excluded)

November 1 Remaining District and Charter Schools

Contact Information

Name	Title	E-mail Address	Phone
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Support Services	Common Log-on for HQT Input Application	enterprise@ade.az.gov	
ALEAT Invitation	Access to Arizona LEA Tracker	Christopher.dickinson@azed.gov	

USDE Monitoring Findings

1.4 The SEA ensures that all teachers hired after the first day of the 2002-2003 school year to teach in Title I programs were highly qualified at the time of hire.

"Further Action Required: Within 30 business days, the State must submit to the Department a written plan with specific procedures and a timeline the State will implement to ensure that all teachers hired for title I positions are highly qualified. The State must provide the Department with evidence that it is taking corrective actions when LEAs are found to be out of compliance."

II.A.1 The SEA reports annually to the Secretary in the Consolidated Performance Report (CSPR) the number and percentage of classes taught by highly qualified teachers, in the aggregate and in high-and low-poverty schools.

"Within 30 business days, the State must submit to the Department a written plan with specific procedures and a timeline the State will implement to ensure that all LEAs in the State are reporting complete HQT data. The State must provide the Department with evidence that it is taking corrective action."

Teacher of Record vs. Not-Teacher of Record

SPED teachers do not have to demonstrate subject-matter competency in core academic subjects if they do not directly instruct students in those subjects, or if their role is limited to providing highly qualified teachers with consultation on the adaptation of curricula, or the use of behavioral supports and interventions, or the selection of appropriate accommodations, or assisting students with study or organization skills, or reinforcing instruction the child has already received from a teacher who is highly qualified in that core academic subject.